

International Education: China - "A View From the Other Side"

Teachers should allow approximately one to two 50-minute class periods to complete this lesson.

I. Content:

I want my students to be able to:

- A. Investigate and analyze China's one child policy
- B. Recognize the pros and cons of population control measures
- C. Interact respectfully to other students and their opinions especially those with differences
- D. Understand the diversity that exists in attitudes as well as in culture in the classroom
- E. Understand the difficulty of being in the minority and being subjected to peer pressure

II. Prerequisites:

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. Usage of verbal skills to express themselves effectively
- B. Analyzing and evaluating information, especially on the Internet

III. Instructional Objective(s):

The student will:

- A. Understand that people perceive information differently
- B. Gain an appreciation for the freedom that we experience in America
- C. Examine his/her own values in regards to difficult issues such as population control
- D. Learn to 'really listen' to another person's point of view

IV. Materials and Equipment:

Teacher: Overhead projector

Transparency: "Old Woman, Young Woman"

Student Handout #1: Internet Research Activity

Student Handout #2: One Child Policy—Too Many in the Family?

Student Handout #3: The View From the Other Side

Student Handout #4: Creating an Advertising Poster

Student Handout #5: Advertising Poster Evaluation Rubric

Student: Writing utensils

Access to a computer lab (if Internet access is not available, use

Student Handout #2: One Child Policy—Too Many in the Family?)

International Education: China - "A View From the Other Side"

Size 9 x 12 plain paper
Colored pencils/markers

V. **Instructional Procedures:**

Day One:

- A. Introductory activity: "Old Woman/Young Woman". Place the transparency, "Old Woman, Young Woman" on the projector. Have students view the drawing. Briefly, without discussion, ask students the following questions:
- (1) What do you see? Does anyone see anything else?
 - (2) How can it be possible that some people see an old woman, but someone else sees a young woman?
 - (3) Is there a correct way to see the picture?
 - (4) Why do conflicts arise between individuals who perceive information differently?
 - (5) How did you feel when you "discovered" the other aspect of the drawing?

Activity closure points: In many situations what we see or how we see something is very different from how others view it. Each of us has a unique background, a unique set of values or beliefs that cause us to see things as we do. Taking time to see and understand where another person is coming from doesn't mean we lose our own perspective; rather, we broaden our own outlook or gain another. It's important to take time to ask questions, to learn, and to listen to what others have to say. When we do, we see more than our one little piece of the picture; we see a much fuller picture. Having our own set of beliefs, our own values, is very important; but, so is having an understanding and appreciation of others' beliefs and values.

- B. Summarize to students the following information:
"During the next two class periods, we are going to investigate a very controversial topic: China's 'One-Child' Policy. Are any of you familiar with that topic? What have you heard? Today we will be using the Internet to find and record information about that policy. You will be taking careful notes and will come to class prepared to share what you have learned as you express your 'views from the other side'. You will learn more about what that means tomorrow.
- C. Distribute **Student Handout #1:** "Internet Research Activity". Students (with a partner) use the Internet to find and record information about China's "One Child" Policy. All information is due the next class period.

International Education: China - "A View From the Other Side"

****If internet is not available or if teachers wish to shorten the lesson to one day, use Student Handout #2: "One Child Policy—Too Many in the Family?"**

Day #2

- D. Lesson introduction: Students share and discuss answers to questions regarding their investigations of China's "One Child" Policy.
- E. Valuing Activity: **Student Handout #3:** "The View From the Other Side" Everyone fills out a Values Sheet marking "**agree**" or "**disagree**". They must choose one or the other even if their true feelings lie more in the middle. Tell the students that the papers will be gathered by the teacher, but they are not to sign their names. This encourages students to be honest and forthright in their responses. When finished, have students turn their papers face down and gather them in a random order.

Have students stand in the front of the room (or anywhere there is room for everyone to be in a line). Pass the papers back to the students in random order and still face down. Students then turn over the papers. Explain that they are to act as though their beliefs are the same as what is stated on the paper they have been given. Some students may have received their own paper back. Tell them that is okay, but they are not to say anything. No one should know whose paper they have.

The teacher reads the first statement and asks those who have "**agree**" marked on their paper to move to the right side of the room and those who "**disagree**", move to the left. Each question is discussed by having people pretend they really believe the same way as their paper. You may need to give them a few moments to discuss it as a group to come up with reasons they believe that way. Remind them they may really have to think about this point of view, especially if it differs from their own personal viewpoint. Encourage various students to speak so that everyone has the opportunity to state an opinion that they may not really believe. After one group has given a reason for this belief, have the other group respond. Continue rotating groups (and questions) until you feel the discussion has been complete.

Suggested processing questions:

- (1) How did it feel to have a viewpoint that was not your own? Was it uncomfortable?
- (2) Did you have to pay attention to another point of view in order to express it correctly?
- (3) Is it difficult to be in the minority? Is it difficult even if it is what we believe?

International Education: China - "A View From the Other Side"

- (4) Were you surprised that some of the beliefs in this group were very different than your own?

Note to teacher: This activity allows the minority view to be represented even though the person with that opinion might not express it in the regular classroom by lining up according to what they really believe. This can be beneficial for students to see because they tend to believe everyone thinks the same way they do. As teachers, we sometimes forget the diversity that exists in attitudes as well as in culture, etc. in our classrooms.

VI. Assessment/Evaluation:

- A. Student participation
- B. Student notes on Internet research activity
- C. **Student Handout #5:** Advertising Poster (evaluation rubric)

VII. Idaho Achievement Standards:

- 6.H.1.1.9 Examine factors involved in selecting and using health information, products, and services.
- 6.H.1.1.10 Describe environmental health issues and their relationships to a healthy lifestyle.
- 6.H.2.1.2 Examine and evaluate how the actions of one person affect the behaviors of others.
- 6.H.3.1.3 Explain interpersonal communication skills that can be used to build interactions between family, friends, and community.
- 6.H.4.1.1 Evaluate the validity of health information, products, and services.
- 6.H.5.1.1 Analyze skills that positively express personal emotions and feelings.
- 6.H.5.1.4 Explore aspects of emotional safety.
- 7-8.H.1.1.9 Examine environmental health and recognize how it relates to a healthy lifestyle.
- 7-8.H.2.1.2 Evaluate the impact of risky behavior on personal health.
- 7-8.H.3.1.2 Demonstrate communication skills that enhance personal relationships.
- 7-8.H.4.1.1 Analyze the validity of health information, products, and services.
- 7-8.H.5.1.4 Demonstrate aspects of emotional safety

VIII. Follow-up Activities

- A. **Student Handout #4:** "Creating an Advertising Poster"
- B. Extension Activity: "Here's Your Dilemma"

You love children and would like to have a large family. You are aware, however, that the world's population is expected to double in the coming century.

International Education: China - "A View From the Other Side"

You are also aware of the financial and environmental cost of a large family.

What would you do and why? Would you:

1. Plan to have a large family
2. Decide not to have children
3. Limit yourself to one or two children
4. Get involved with youth groups, scouts, tutoring, teaching, emergency foster care, etc. to still be around groups of youngsters
5. Others

Student Handout 1

Internet Research Activity Investigation of China's "One Child" Policy

The Task

For this activity, you and your partner will use the Internet to find and record information about China's "One Child" Policy. Take careful notes and come to class prepared to share what you have learned. You may find the following questions useful to think about as you read:

- When and why was the policy established?
- What changes have happened in families as a result of the policy?
- Has the policy been successful in controlling China's population growth?
- What are some different opinions people hold about the policy?
- Has the policy been fair to everybody?
- Have there been any problems as a result of the policy?

Where Should You Start?

Brainstorm search words that you think are the key words or phrases that will be useful in locating Web sites to answer the set tasks.

Go to Your Assigned Search Engine

Look at only the first 10 results for each search word or phrase. If you don't find anything useful by then, you should revise your search words or phrases.

Take Notes

Without limiting yourselves, use the questions above to guide your note-taking. You will use your notes to help you share your findings with the class. Did you find anything else that was particularly interesting?

Evaluate Your Search Engine

Write a two- to three-sentence evaluation of the search engine you used. Was the interface clear? Did it help you find what you were looking for? Did you get plenty of "hits"? What made it useful or effective, or made it confusing or complicated?

One Child Policy—Too Many in the Family?

With a population of 1.3 billion, one of the most serious social and economic problems still facing China is its huge population growth. Up until the 1970's, the Chinese government regarded a growing population as a benefit in bringing about swift economic development. By 1963 the average number of children born to a Chinese woman was 7.5.

In recent decades, China's government has viewed population growth differently. With one-fifth of the world's population, but only 7 per cent of the world's arable land, continuing strong population growth would bring about great hardships, extreme poverty and famine.

The Chinese government decided in the 1970's to control population growth. This has proved to be a very complex task. The main strategy the government introduced in 1982 was a radical family planning program to encourage couples to restrict their family size to just one child. This has become known as the 'One Child Policy'. Chinese authorities felt it absolutely imperative that everyone support the One Child Policy in their country. As quoted from Rongzhao Li, Wuhan, Hubei Province: "If we don't, our people will go hungry. Do you think we want our people to be a burden to the rest of the world? It is our duty to have only one child. I thank you if you can understand this."

Since 1982, detailed annual population plans have been drawn up for all provinces and cities. Birth targets or quotas have been set and controlled. All pregnancies are supposed to be planned and authorized. In February of 1995, the government announced a new campaign to reinforce the policy to hold the country's population to 1.3 billion up to the year 2000. Later that same year, the government decided that the population should be held at 1.4 billion by the year 2010.

Because the One Child Policy is implemented and monitored by local and provincial authorities, it has been applied differently across the nation. For example, there has been stricter enforcement of the policy in urban areas than in rural areas. This policy is attempting a huge shift in the values of most Chinese people.

Various policy incentives are provided:

- Salary bonus (urban)
- Bigger land allocation (rural)
- Extended maternity leave
- Paid medical and hospital expenses
- Priority access to housing and employment
- Priority schooling for the child

Should the policy be disobeyed, the following consequences may result:

- Withdrawal of family allowance
- Withdrawal of medical benefits

Student Handout 2

- Fines (even against everyone in the village or town)
- Demotion or discharge from a government job

There are the following exceptions to the rule:

- Membership of a minority ethnic group (can be allowed two or even more children)
- Having a first child with a disability that is likely to result in inability to work
- Pregnancy after adopting a child
- Risk of 'losing the family line' without a second child (the first child being a girl)
- Some rural families can have two or more children if the first is female

As Americans, it is important that we learn to appreciate how fortunate we are to live in a world where every life is precious. This is not a luxury that all in the world can afford. In some countries where famines occur, families have had to decide which children had to starve to death so that the others could survive. If we were forced to make decisions like these, what would it be like?

Resource: <http://www.asiaeducation.edu>

Student Handout 3

“The View From the Other Side”

1. Controlling fertility rates prevents problems such as epidemics, slums, and production of high volumes of waste that come with overpopulation.
Agree_____ Disagree_____
2. It is the right of the state, not the right of the individual, to determine the number of children.
Agree_____ Disagree_____
3. Only the most talented students in highly populated countries should be allowed an advanced education.
Agree_____ Disagree_____
4. China’s “One Child” policy is necessary for the greater good of society.
Agree_____ Disagree_____
5. Chinese incentives to have **LESS** kids really don’t differ in any particular way from the American incentive to have **MORE** kids (tax deductions? welfare?).
Agree_____ Disagree_____
6. The “One Child” policy is not a law—it is a policy enforced by a system of punishments.
Agree_____ Disagree_____
7. When a daughter marries, she should join her husband’s family, her children should take his family name, and she should support his parents in their old age.
Agree_____ Disagree_____
8. Families should highly value having male offspring over female offspring. Males carry on the family name and tend to bring in more income.
Agree_____ Disagree_____
9. It is the woman’s responsibility to prevent pregnancy.
Agree_____ Disagree_____
10. The “One Child” policy violates the basic human right of reproduction.
Agree_____ Disagree_____

Creating an Advertising Poster

The Context

Due to overpopulation in the United States, the federal government is considering the institution of a two-child law. According to the version that narrowly passed in the House of Representatives, no family would be permitted to have more than two children. Furthermore, families that abide by this law will receive the following **benefits**:

- a salary bonus;
- paid medical, dental, and hospital expenses; and
- priority access to housing, employment, and schooling for the two children.

On the other hand, families who do not abide by the law and have three or more children will be subject to the following **penalties**:

- withdrawal of partial salary;
- loss of medical, dental, and hospital benefits; and
- demotion or discharge from job.

The vote is now moving into the Senate, and your Senator has asked you to launch a campaign lobbying either FOR or AGAINST this law. You have decided to create posters to display throughout your community.

What You Must Do

- Decide if your position is FOR or AGAINST the proposed law.
- Find a like-minded partner.
- Using 9 x 12 plain paper, create an advertising poster.

Your Poster Must Include:

- a persuasive statement that defines your position;
- at least one reason to support your position; and
- a graphic representing your position (this may be hand-drawn, computer-generated, or from a magazine)

Your Poster Should:

- be visually appealing in terms of layout, print, graphic choice, neatness, etc.,
- be mechanically correct (i.e., no spelling or usage errors).

Advertising Poster Evaluation Rubric

5 A poster earning a "5" demonstrates a clear understanding of the persuasive task and accomplishes it in a fresh and inventive fashion.

Your persuasive statement clearly defines your position and is engagingly written, demonstrating a careful choice of language for the intended effect.
You have presented at least one valid reason (possibly more) to support your position.
Your graphic effectively communicates your position.
Your poster is neat and visually appealing.
The text uses font and size to enable easy reading.
Your poster is mechanically correct, containing no spelling or usage errors.

4 A poster earning a "4" has adequately completed the requirements of the assignment, but is not as effective as a poster earning a "5."

Your persuasive statement defines your position, but could be clearer or more interesting.
It may not demonstrate fresh or interesting language.
You have presented at least one valid reason to support your position.
Your graphic effectively communicates your position.
Your poster is neat. The layout may not be as effective or the text font and size may be less readable than those found in posters earning a "5."
Your poster is mechanically correct, containing a maximum of one or two spelling or usage errors.

3 A poster earning a "3" has adequately completed one or more of the basic requirements of the assignment, but is missing an element or an element may be unclear or poorly chosen. Any ONE of the following can cause a poster to earn a "3."

Your persuasive statement is missing or fails to define your position.
You neglected to provide a reason to support your position, or your reason is not valid.
You have no graphic or it fails to communicate your position.
Your poster is difficult to understand because of poor arrangement of graphic and textual elements, or because of sloppy construction.
Your poster contains an unacceptable number of spelling and/or mechanical errors that seriously detract from your message.

2 A poster earning a "2" has failed to adequately complete the basic requirements of the assignment. It may fail to provide a clear statement of position and a valid reason supporting the position. In addition, any TWO of the following can cause a poster to earn a "2."

Your persuasive statement is missing or fails to define your position. You have neglected to provide a reason to support your position, or your reason is not valid.
You have no graphic or it fails to communicate your position.
Your poster is difficult to understand because of poor arrangement of graphic and textual elements, or because of sloppy construction.
Your poster contains an unacceptable number of spelling and/or mechanical errors that seriously detract from your message.

Student Handout 5

1 A poster that earns a "1" is unacceptable work, completely neglecting the assignment requirements.

It makes no effort to communicate a position, or is completely off-topic.

It makes no effort to provide a reason, or the reason is off-topic.

There is no graphic, or the graphic is off-topic.

The poster is visually incomprehensible.

Transparency: “Old Woman, Young Woman”

